6. SUMMARY, CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

6.1: SUMMARY:

In the present study the statement of problem was “study of Achievement Motivation and its Relationship with Family Environment and Personality Factors”. The main reason behind selecting this problem was to study the social, psychological, behavioral, family environmental changes that occur in the modern society due to information technology and internet communication development. Because of this change people from whole world countries come closer and it causes the effect of human behavior and, the desire and Achievement motivation adolescent boys and girls.

Objectives of present study:

1) To study the relationship between achievement motivation and family environment.
2) To study the relationship between achievement motivation and personality factors.
3) To study the differences between achievement motivation among boy and girl students.
4) To study the differences between family environment among boy and girl students.
5) To study the difference between personality factors among boy and girl students.
6) To find out the best predictor of achievement motivation.
Hypotheses:

In the present study following hypotheses were stated.

1. Achievement motivation would be positively correlated with cohesion and expressiveness, dimensions of family environment.
2. Achievement motivation would be negatively correlated with conflict dimension of family environment.
3. Achievement motivation would be positively correlated with extra-version, agreeableness conscientiousness and openness.
4. Achievement motivation would be negatively correlated with the neuroticism.
5. The boy students would be high score on achievement motivation than the girl students.
6. The boy students would be high score on extra-version, agreeableness conscientiousness and openness than girl students.
7. The girl students would be high score on neuroticism than boy students.
8. The boy students would be high score on cohesion expressiveness and conflict dimension of family environment than girl students.

Sample:

The sample taken for the study included 600 students from various junior colleges in Ahmednagar district Male female ratio was 1:1 Age group of the subjects was covered 12 to 19 years. In this, samples 300 boy and 300 girl students.

Variables and Tools:

The variables (Achievement motivation, family environment and personality) were measured with the help of the following Psychological standardized tools:

The student’s achievement motivation was measured by ‘Achievement motivation scale’ developed by Dr. Bhargava (1994).
For measuring the different dimension of the family environment such as cohesion, expressiveness and conflict ‘Family environment scale’ by Moos (1974) was used. The personality factors, i.e. Neuroticism Extroversion, Agreeableness, Conscientiousness, and Openness. This was measured through NEO-PI which is developed by McCrae and Costa (1992). All the tools used in this presents study had adequate alpha coefficient reliabilities (minimum 0.60 to maximum 0.90).

**Procedure:**

The present data were collected from the above mentioned sample and analyzed by employing the statistical techniques of correlation, ‘t’ value regression analysis, descriptive statistics and One-way Analysis of Variance (ANOVA).

**Results of the Study:**

A very brief summary of the results relevant to the hypothesis is presented below.

1. The results in Table no. 4.4.1 showed that achievement motivation had significant positive relationship with the three family environment variable included in this study. There was positive relationship between achievement motivation and cohesiveness (r=0.180, p<.01) among the college students. Similarly, significant (r = .182, p<.01) and positive relationship was noted between achievement motivation and family environment variable of expressiveness. Also shown that among college students there was significant relationship between achievement motivation and family environment variable of conflict (r=0.117, p <.01). Total family environment score obtained by adding the raw score of three factors, namely cohesiveness, expressive and conflict was also had strong positive relationship with achievement motivation in this group of adolescents.

The results in Table no. 4.4.3 showed that achievement motivation had significant positive relationship with the entire three family environment variable
included in this study. There was positive relationship between achievement motivation and cohesiveness ($r=0.185$, $p<.01$) among the college Boy students. Similarly, significant ($r=0.195$, $p<.01$) and positive relationship was noted between achievement motivation and family environment variable of expressiveness. Significant ($r=0.219$, $p<.01$) and positive relationship was noted between achievement motivation and family environment variable of conflict. Significant ($r=0.262$, $p<.01$) and positive relationship was noted between achievement motivation and total family environment. Total family environment score obtained by adding the raw score of three factors, namely cohesiveness, expressiveness and conflict was also had strong positive relationship with achievement motivation in this group of adolescents boy students. Boy’s decision and behavior accepted in family, and also having freedom express their emotions that effect the family environment and achievement motivation.

Cohesiveness means the attraction and affection between the members of the family. According to the researchers, There was positive relationship between achievement motivation and cohesiveness ($r=0.180$, $p<.01$) among the college students It means that there is positive relation between achievement motivation and cohesiveness. The present study covered hypothesis which is accepted. The different type of environment in family surely affects achievement motivation. The relation between these two elements remains unclear.

Another type of family environment is expressiveness. It is proved that, there is a positive relation between expressiveness family environment and achievement motivation. The value between these two is 0.182, which is significant at the level of 0.01 (table no. 4.4.1).

The results of the regression analysis that among the college student’s the family environment variables of cohesiveness, expressiveness, the results of the regression analysis that family environment variables, namely, cohesiveness, expressiveness were significant in predicting the variance in achievement motivation.
of junior college students. The variance in achievement motivation of junior college students explained by family environment variable of cohesiveness was 3.1% (Adjusted $R^2=0.031$). Whereas family environment variable of expressiveness was predicted 3.2% (Adjusted $R^2=0.032$) of the variance in achievement motivation of junior college students. This finding is consistent with the findings reported by Scott and Colleague (1991). They were found that opportunity provided to child to express their views freely facilitate the achievement motivation. But there was no significance among college students.

2. The value between them is ($r=0.117\ p<0.01$). This value shows very negligible analysis between achievement motivation and family environment, therefore there no negative correlation between achievement motivation and family environment. In fact in presently it is assumed that these two factors are reactively correlated. But the result of the correlated family environment and achievement motivation shows very low correlation. Therefore this hypothesis is rejected. The value of 0.182 is significant at the level of 0.01 (table no. 4.4.1).

The results in girls adolescent Table no. 4.4.5 showed that achievement motivation had not significant relationship with the entire three family environment variable included in this study. Total family environment score obtained by adding the raw score of three factors, namely cohesiveness, expressiveness and conflict was also had not strong relationship with achievement motivation in this group of adolescents girl student.

The results of the regression analysis that among the college student’s the family environment variables of conflict the results of the regression analysis that family environment variables conflict. Conflict was also significant in explaining the variance in achievement motivation in studied sample. Variance explained by family environment of conflict was 1.2% (adjusted $R^2 = 0.012$) in the achievement motivation of junior college students played a significant role in predicting achievement motivation among junior college students. Expressiveness and cohesiveness family
environment correlation value is 0.529 is significant at the level of 0.01 (table no. 4.4.1). Achievement motivation and conflict family environment correlation value is 0.177 and is significant at the level of 0.01, Expressiveness and conflict family environment correlation value is 0.186 significant at the level of 0.01, but conflict and cohesiveness family environment correlation value is 0.024 is not significant. Total family environment and achievement motivation correlation value is 0.568 is significant at the level of 0.01.

3. The results of the correlation analysis, presented in Table no. 4.4.2 showed that all the personality factors included in this had significant positive relationship with achievement motivation, except extraversion. There were significant correlations between achievement motivation and positive relation (r= 0.147, p<.01) was also seen between achievement motivation and personality variables of openness. Similarly, it was found that among college students, achievement motivation had positive relationship with personality variables of agreeableness (r=0.102, p<.01) and conscientiousness (r=0.077, p<.05). But the relationships between achievement motivation and personality variable of extraversion was insignificant (r=0.038, ns) among college students. Total personality score obtained by adding the raw scores on five personality factors also shown positive and significant (r=.153, p<.01) relationship with achievement motivation in this group of adolescents.

Openness is 0.147, Openness and Neuroticism is 0.268, Openness and Extroversion is 0.294, all this values are significant at the level of 0.001 (table no. 4.4.2). The value of the correlation between achievement motivation and agreeableness is 0.102 and is significant at the level of 0.05, and the other hand the value is the correlation between agreeableness and neuroticism is 0.123, agreeableness and extroversion is 0.279, agreeableness and openness is 0.417, all these values are significant at the level of 0.01.

The value of the correlation between achievement motivation and conscientiousness is 0.077 and is not significant. Conscientiousness and neuroticism
is 0.104 and is significant at the level of 0.01, and other hand the value s of the
 correlation between conscientiousness and extroversion is 0.426, conscientiousness
 and openness is 0.205, and conscientiousness and agreeableness is 0.314, the all value
 is significant at the level of 0.01. Achievement motivation and total personality is
 positively correlation, total personality is 0153, and this value is significant at the
 level of 0.01.

The results of the correlation analysis, presented in Table no. 4.4.4 showed
that all the personality factors included in this had significant positive relationship
with achievement motivation, except extraversion. Significant and positive relation
\( r=0.237, p<.01 \) was also seen between achievement motivation and personality
variables of openness. Similarly, it was found that among college students,
achievement motivation had positive relationship with personality variables of
agreeableness \( r=0.224, p<.01 \) and conscientiousness \( r=0.165, p<.01 \). But the
relationships between achievement motivation and personality variable of
extraversion was insignificant \( r=0.032, ns \) among college students. Total personality
score obtained by adding the raw scores on five personality factors also shown
positive and significant \( r=0.277, p<.01 \) relationship with achievement motivation in
this group of adolescents Boy student.

The results of the correlation analysis for boy adolescents, presented in Table
no. 4.4.6, shows that all the personality factors included in this table, has significant
positive relationship with achievement motivation. There were significant correlations
between achievement motivation and personality variables of openness \( r=0.127,
p<.01 \). Significant and positive relation \( r=0.119, p<.01 \) was also seen between
achievement motivation and personality variables of Agreeableness. Similarly, it was
found that among college students, achievement motivation had positive relationship
with personality variables of Conscientiousness \( r=0.111, p<.01 \) But the relationships
between achievement motivation and personality variable of extraversion was
insignificant \( r=0.101, ns \) and Neuroticism \( r=0.002 \) among college students. Total
personality score obtained by adding the raw scores on five personality factors also
shown positive and significant \((r=0.177, p<.1)\) relationship with achievement motivation in this group of adolescents Girl student.

4. Personality factor of neuroticism \((r=0.103, p<.01)\) is significant. The value of the correlation between achievement motivation and neuroticism is 0.103 and is significant at the level of 0.05 (table no. 4.4.2). Rather, there were significant positive correlation seen between achievement and neuroticism among junior college students. There were significant correlations between achievement motivation and personality variables of neuroticism \((r=0.222, p<.01)\) (table no 4.4.4.). But the relationships between achievement motivation and personality variable of extraversion was insignificant \((r=0.101, ns)\) and Neuroticism \((r=0.002)\) among girl adolescent students (table no 4.3.6).

The results of the regression analysis that among the college student’s the personality variable of neuroticism explained .9\% (Adjusted \(R^2=0.009\)) variance in achievement motivation of junior college students. The variance explained by personality variable of extroversion in achievement motivation of junior college students was .0\% (Adjusted \(R^2=0.000\)). Conscientiousness, personality variable, explained .4\% (Adjusted \(R^2=0.004\)) variance in achievement motivation of junior college students. Similarly, the variance in achievement motivation of junior college students explained by personality variable of openness was 2.0\% (Adjusted \(R^2=0.020\)). Agreeableness is a personality variable that also explained only .9\% (Adjusted \(R^2=0.009\)), variance in achievement motivation of junior college students.

5. The results of the one-way ANOVA, presented in that there were significant differences (table no. 4.6.1.), \((F (1, 598) =30.303, p<.001)\) between boy and girl students on achievement motivation variable. The boy students (table no. 4.2.8), \((M=24.09)\) compared to girl students \((M=21.39)\) have higher score on achievement motivation and ‘t’ value mean comparison is 5.425, with the \(df 598\). Calculated value is more than the table value it means there is significant difference is on achievement motivation among boys and girls.
There were significant gender differences \( F(1, 598) = 30.303, p<.001 \) found on achievement motivation variable, where the boy students had higher score on achievement motivation than the girl students.

6. The boy students \( (M=31.02) \) compared to girl student \( (M=29.46) \) had higher mean score on extroversion ‘t’ value 3.05 value significant at 0.05 and 0.01 level (table no. 4.3.3). Calculated value is more than the table value means there is significant difference is seen on extraversion among boys and girls.

The results of the ANOVA show that there was significant difference between boy and girl students on personality variables of extraversion. There were significant difference \( F(1, 598) =9.611, p<.01 \) between boy students and girl students were found on personality variable of extroversion (table no. 4.6.4). The results of the ANOVA presented that there were significant differences \( F(1, 598) =10.238, p<.01 \) (table no. 4.6.5), between boy students and girl students on personality factors of openness. Boy students \( (M= 26.54) \) compared to girl student \( (M=24.87) \) had higher mean score on openness. ‘t’ value 3.09 value is significant at 0.05, and 0.01, level (‘t’-ratio-3.09) (table no. 4.3.4), Calculated value is more than the table value it means there is significant difference is seen on openness among boys and girls.

There were significant differences \( F(1, 598)=45.894, p<.001 \) (table no. 4.6.6), between boy students and girl students on personality variables of agreeableness. The female students \( (M= 28.82) \) compared to boy student \( (M= 25.18) \) had higher mean score on agreeableness (table no. 4.3.5). There were also significant differences found between \( F(1, 598)=34.573, p<.001 \) (table no. 4.6.7), between boy students and girl students were found on personality factors of conscientiousness. Boy students \( (M=34.48) \) compared to girl student \( (M=31.24) \) (table no. 4.6.6), had higher mean score on conscientiousness.

There are significant differences found between boy and girl students on personality variables such as extroversion \( F(1, 598) =9.611, p<.01 \). Similarly, the gender differences \( F(1, 598) =45.894, p<.001 \) were also noted in terms of
personality variable of agreeableness. Results shows that Boy and Girl students differ (F (1, 598) =34.573, p<.001) on the personality dimension of conscientiousness. Similarly, significant difference was also seen among boy students and girl students on personality dimension of openness (F (1, 598) =10.238, p<.001) (table no. 4.6.4).

7. The results of the one-way ANOVA, presented in that there were not significant (F (1, 598) =1.311) between boy and girl students on personality variable of Neuroticism. There were no differences (F (1, 598) =1.311, ns) (table no. 4.6.3), reported among girl and boy students on personality dimension of neuroticism. The present study score on neuroticism (as a personality dimension) is seen 22.31 mean score and 6.20 SD, among boys and 23.00 mean score and 8.40 SD (table no. 4.3.2). The girls mean score and SD, score is little higher than boys. ‘t’ test for mean comparison is 1.11 value is not significant at 0.5,0.01 and 0.001 level. Calculated value is less than the table value. There is no significant difference is seen on neuroticism among boys and girls.

8. The results of the one-way ANOVA, presented in that there were significant differences (F (1, 598) = 51.405, p<.01) (table no. 4.6.9) between boy students and girl students on family environment variables of cohesiveness. Boy students (table no. 4.2.7) (M= 54.21) compared to girl student (M= 48.23) had higher mean score on cohesiveness, and the ‘t’ value 7.04 is significant is 0.05, 0.01 and 0.001 level ( table no. 4.2.14). Calculated value is more than the table value means there is significant difference is seen on conscientiousness among boys and girls.

There were significant differences (F (1, 598) = 39.236, p<.001) (table no. 4.6.10), between boy students and girl students on family environment variables of Expressiveness. Boy students (M= 50.81) compared to girl student (M= 45.66) (table no. 4.3.8), had higher mean score on expressiveness. The ‘t’ test for mean comparison is 6.13 significant at 0.05, 0.01 and 0.001 level. There were also significant differences (F (1, 598) =55.016, p<.001) (table no. 4.6.11), found between boy students and girl students on family environment variables of conflict. Female
students (M =44.08) compared to boy students (M =38.57) (table no. 4.3.9), had higher mean score on conflict. This means conflicts were less in families of girl adolescents than male adolescents. The ‘t’ test for mean comparison ‘t’ value is 7.25 significant at 0.05 and 0.01 and 0.001 level. Calculated value is more than the table value it means there is significant difference is seen on conflict among boys and girls.

Significant differences (F (1, 598) = 51.405, p<.001) (table no. 4.6.9) among boy and girl students were noted in terms of family environment dimension of cohesiveness. Boys mean score 34.48 and girls mean score is 31.24 (table. No. 4.3.6). The boys mean score is more than girls mean score and the difference between two mean score is significantly different at 0.05, 0.01 and 0.001 level (‘t’-ratio, 6.62). Calculated value is more than the table value it means there is significant difference is seen on agreeableness among boys and girls.

Gender differences (F (1, 598) = 39.236, p<.001) (table no. 4.6.10) was also seen in terms of family environment dimension of expressiveness. Similarly, on family environment dimension of conflict (F (1, 598) =55.016, p<.001) (table no. 4.6.11) boy students had higher score then girl students.

The researcher also calculated the F value of boy and girl students on combined score of personality factor F (1,598) =20.325, p<.01) (Table no. 4.6.2), and family environment (F (1, 5698) =48.552, p<0.01) (Table no. 4.6.8). It shows the significant difference on their combined score of personality factor and family environment. It means that there is significant difference boy and girl students in personality factor of Neuroticism, Openness, Agreeableness, Extroversion, Consciousness and family environment of Cohesiveness, Expressiveness and Conflict.

9. The result of the regression analysis (Table no 4.5.1) shows that family environment variables, namely, cohesiveness, expressiveness and conflict, were significant in predicting the variance in achievement motivation of junior college students. The variance in achievement motivation of junior college students explained by family environment variable of cohesiveness was 3.1% (Adjusted R^2=.031).
Whereas family environment variable of expressiveness was predicted 3.2% (Adjusted R²=.032) of the variance in achievement motivation of junior college students. Similarly, conflict was also significant in explaining the variance in achievement motivation in studied sample. Variance explained by family environment of conflict was 1.2% (Adjusted R²=.012) on the achievement motivation of junior college students.

The results of the regression analysis (Table no 4.5.2) shows that among the college student’s personality dimension/factors such as neuroticism, consciousness, openness and agreeableness were also significant in predicting the achievement motivation. The personality variable of neuroticism explained 9% (Adjusted R²=.009) variance in achievement motivation of junior college students. The variance explained by personality variable of extroversion in achievement motivation of junior college students was 0% (Adjusted R²=.000). Conscientiousness, personality variable, explained 0.4% (Adjusted R²=.004) variance in achievement motivation of junior college students. Similarly, the variance in achievement motivation of junior college students explained by personality variable of openness was 2.0% (Adjusted R²=.020). Agreeableness is a personality variable that also explained only 9% (Adjusted R²=.009), variance in achievement motivation of junior college students.

6.2: CONCLUSIONS:

1) Achievement motivation was positively correlated with family environment factors namely, expressiveness and conflict. But there was insignificant relation between achievement motivation and family environment variables of cohesiveness.
2) Personality variables of neuroticism, openness and agreeableness were positively correlated with achievement motivation among junior college students. But there were no significant relationship between achievement motivation and personality variables of extroversion and conscientiousness among junior college students.
3) It was found that the personality variables, namely, neuroticism, openness, consciousness and agreeableness and the family environment variables, viz.,
cohesiveness, expressiveness and conflict were significant in predicting the variance among junior college students.

4) Boy students had higher scores on achievement motivation than girl students.
5) Boy students had higher scores on personality variables of extroversion, openness, agreeableness and conscientiousness than girl students.
6) There was no significant difference between boy and girl students on personality variable of neuroticism.
7) Boy students had higher scores on family environment dimension of cohesiveness, expressiveness and conflict than girl students.

6.3: LIMITATIONS:

In the present study, the tools used for the data collection were self-reports. Questionnaire research has been criticized in the literature and the same criticism can be levied against the present research as well. As noted by the Salzinger (1995), data from the questionnaire implies that we trust the respondent to be self-aware of the information provided in the question and report correctly on the question form. However, a study that is explored the required information by using other measures rather than the self-report is needed.

Following were some of the limitations of the study:

1. Accidental random sampling technique was used for the selection of the sample.
2. The samples included in the study were from only traditional
3. Only teenage students were included in this study.
4. The study has been restricted to the Ahmednagar district.
5. Economic status and social-economic status were not studied in this work.
6. Rural and urban variable classes were not studied in this effort.
6.4: SUGGESTIONS:

Achievement motivation is an important aspect of academics and it is also related to career choice and development of an individual. Researches were found that the students with higher achievement motivation are more likely to succeed not only in their academics but also in their careers. It is believed that certain personality traits were more likely to associate with higher need for achievement. Like many other type of human behavior and needs achievement motivation can be influenced by the environment in which an individual lives, both positively and negatively, and most particularly the family environment of an individual. However, it is noted that there is neither any attention given to such factors of family environment nor any programmers’ are arranged to develop such personality traits which will increase the likelihood of higher need for achievement. The students should be trained in various strategies to increase the achievement motivation. Thus this can help them in their academics and professional life.

In the present study, there were several findings that were unexpected and therefore, not consistent with the proposed hypotheses. Certain suggestions for the future research are.

However, the findings in general indicate the need for studying the relationship between achievement motivation and personality variables differently for male and female students.

Similarly, gender difference in terms of achievement motivation should be studied by treating other variables such as socioeconomic status, family type i.e. nuclear Vs joint families, residential place, etc. as moderating variables.

Relationship between achievement motivation and school environment and school type (English Medium Vs Marathi Medium, aided Vs partially aided Vs private schools) should be carried out.